

13 CLAIMS

What is claimed is:

1. A method of instruction comprising:
 - (a) pre-designing a learning task and/or skill level for a student;
 - (b) pre-designing a set of support related to the learning task or skill level;
 - (c) presenting the learning task or skill level to a student;
 - (d) presenting to the student support from the pre-designed set of support;
 - (e) adjusting the support presented to the student based on responses to the learning task or skill level from the student.
2. The method of claim 1 wherein the instruction is performed on an electronic device with a user input.
3. The method of claim 2 wherein the electronic device includes a visual display.
4. The method of claim 2 wherein the electronic device includes a speaker.
5. The method of claim 2 wherein the electronic device is a computer.
6. The method of claim 1 wherein the student is a elementary school level student.
7. The method of claim 12 wherein the student is a kindergarten through second grade level student.
8. The method of claim 1 wherein the learning task or skill level is related to language.
9. The method of claim 6 wherein the learning task is related to reading.
10. The method of claim 6 wherein the learning task is related to reading comprehension.
11. The method of claim 6 wherein the skill level is related to words and parts of words.
12. The method of claim 6 wherein the learning task is related to learning spoken language.
13. The method of claim 6 wherein the learning task is related to learning written language.
14. The method of claim 1 wherein the learning task or skill level is a part of a curriculum.

15. The method of claim 14 wherein the curriculum relates to language.
16. The method of claim 15 wherein the curriculum relating to language includes one or more of written or spoken language.
17. The method of claim 16 wherein the curriculum relating to language includes one or more of reading, spelling, alphabetic, phonetic awareness, phonological awareness, phonics, vocabulary, and comprehension tasks.
18. The method of claim 1 wherein the curriculum comprises one or more activities.
19. The method of claim 18 wherein an activity comprises one or more student tasks.
20. The method of claim 19 wherein a student task comprises a question.
21. The method of claim 19 wherein the student task comprises a matching task.
22. The method of claim 19 wherein the student task comprises a recognition task.
23. The method of claim 19 wherein the student task comprises a comparison or sequential task.
24. The method of claim 1 wherein the learning task or skill level has varying levels of difficulty.
25. The method of claim 24 wherein support is pre-designed for each level of difficulty of the learning task or skill level.
26. The method of claim 1 wherein the set of support comprises sensory information.
27. The method of claim 26 wherein the sensory information is presentable in audible or visual format.
28. The method of claim 27 wherein the visual format comprises one or more of pictorial or text information.
29. The method of claim 1 wherein the set of support comprises a plurality of audio-visual (AV) levels.
30. The method of claim 29 wherein the plurality of AV levels comprises levels of differing amounts of information.
31. The method of claim 30 wherein the differing amounts of information comprise a range between more information relating to the learning task and less information.

32. The method of claim 31 wherein the plurality of AV levels comprise a hierarchy of decreasing levels of support.
33. The method of claim 1 wherein the set of support comprises multimedia formats.
34. The method of claim 33 wherein the multimedia formats comprise information adapted for presentation in auditory format, information adapted for presentation in pictorial format, and information adapted for presentation in text format.
35. The method of claim 1 wherein the set of support comprises a plurality of support options, each support option comprising one or more multimedia formats.
36. The method of claim 35 wherein the support options are one of information adapted for presentation in auditory format, information adapted for presentation in pictorial format, and information adapted for presentation in text format
37. The method of claim 1 wherein the set of support for a learning task comprises a plurality of AV levels.
38. The method of claim 37 wherein each AV level 32 wherein each option comprises an AV level.
39. The method of claim 38 wherein each set of support for each learning task or skill level comprises a set of AV levels., the step of adjusting the support adapted to promote successful completion of the learning task or skill level by the student.
40. The method of claim 32 wherein the step of adjusting changes the AV level over the range of AV levels.
41. The method of claim 40 wherein the AV level is left the same or adjusted up in the range upon the student achieving a pre-determined level of performance with responses, and is adjusted down in the range or left the same if the pre-determined level of performance with responses is not met.
42. The method of claim 41 wherein the adjusting is sequential one AV level at a time.

43. The method of claim 41 wherein the amount of adjusting in the range is adjustable.
44. The method of claim 41 wherein the AV level is adjusted up the range the more successful the student's responses are, wherein the higher up the range, the less the available support.
45. The method of claim 44 wherein the learning task is reading comprehension, the AV levels comprise audio, pictorial, and text information, and the higher up the range of AV levels comprises removing audio and/or pictorial information.
46. The method of claim 44 wherein the learning task or skill level relates to written language, the AV levels comprise audio, pictorial, and text information, and the higher up the range of AV levels comprises removing audio information.
47. The method of claim 1 wherein the adjusting is automatic.
48. The method of claim 1 further comprising storing the student responses.
49. The method of claim 1 further comprising assessing the student's performance by identifying the level of support used by the student.
50. The method of claim 47 further comprising assessing the student's performance by storing and reviewing the student's responses.
51. The method of claim 48 wherein the assessment is used to automatically set a subsequent learning task and/or skill level and/or level of support for the learning task.
52. The method of claim 48 wherein the stored responses are accessible by an instructor for evaluation.
53. The method of claim 1 further comprising creating a report from the student responses.
54. An apparatus for facilitating a learning task for a student comprising:
- (a) a computer;
 - (b) the computer including a display, and processor, and a user input component;
 - (c) the computer including memory medium;
 - (d) software operatively installed on the memory medium;
 - (e) the software including a pre-designed learning task and/or skill level for a student;

- (f) a database stored on the memory medium;
- (g) the database including a pre-designed set of support and set of skills related to the learning task and/or skill level;
- (f) the software adapted to:
 - (f1) present the learning task and/or skill level to a student on the display;
 - (f2) present on the display to the student support from the pre-designed set of support;
 - (f3) adjust the support presented on the display to the student based on responses to the learning task or skill level from the student;
- (g) store in a database the student's responses.

- 55. The apparatus of claim 54 wherein the pre-designed learning task or skill level is a part of a curriculum.
- 56. The apparatus of claim 55 wherein the curriculum relates to language.
- 57. The apparatus of claim 56 wherein the curriculum relates to written and/or oral language skills.
- 58. The apparatus of claim 54 wherein the set of support comprises various levels of audio and/or visual information.
- 59. The apparatus of claim 58 wherein the support is adjusted to provide less audio and/or visual information upon the responses exceeding a pre-determined threshold.
- 60. The apparatus of claim 58 wherein the support is adjusted to provide more audio and/or visual information upon the responses not meeting a pre-determined threshold.
- 61. The apparatus of claim 60 further comprising automatically adjusting the support based on an assessment of the responses.
- 62. An apparatus for automated instruction of students comprising:
 - (a) a computerized device with a visual display;
 - (b) a first database comprising audio and/or visual content adapted for display to a student;

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- (c) a second database comprising responses of a student to learning tasks and/or skill levels;
 - (d) an executable program that interacts with the first and second databases, the program adapted to present a learning task or skill level in association to a variable amount of audio and/or visual support content and requiring a response from the student;
 - (e) the program assessing the responses in the second database and instructing which learning task or skill level and amount of support to display to the student.
63. The apparatus of claim 62 wherein the program decreases the amount of support displayed to the student if the responses exceed a pre-determined criteria.
64. A method of instructing a student comprising:
- (a) presenting to a student a first learning activity or skill level;
 - (b) assessing performance of the student in the first learning activity or skill level based on responses to related to the first learning activity or skill level;
 - (c) identifying the student's level of performance relative the first learning activity or skill level;
 - (d) informing a second learning activity or skill level of the student's level of performance relative the first learning activity or skill level
 - (e) deciding if the second learning activity or skill level should be altered.
65. The method of claim 64 wherein the skill level comprises decoding of language.
66. A method of instructing comprising:
- (a) presenting a learning task or skill level to a student;
 - (b) assessing the student's response to a task by evaluating the amount of support given the student regarding the task;
 - (c) progressing or regressing the student based on monitoring the level of support needed for the student to successfully complete the learning task or skill level.